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ABSTRACT

A proposed approach to English as a second language (ESL) curriculum design for kindergarten through grade 12 is based on Bloom's taxonomy and McCarthy's four learning styles for right/left brain learning. Bloom's taxonomy established six levels for learning objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. All levels of this taxonomy should be addressed in the ESL curriculum in order to ensure the development of cognitive academic skills that are necessary for school success. While most teaching styles are directed at the cognitive left side of the brain, the proposed approach includes intuitive right brain activities and integrated right/left brain activities. ESL curricula should teach to both sides of the brain to increase the probability of successful performance. Four learning styles are identified: innovative, analytic, common sense, and dynamic. Teachers can address all four learning styles in one classroom by using four teaching styles for each language skill. Sample learning activities are suggested for each level of Bloom's taxonomy, right and left brain learning, and the four learning styles, and a sample curriculum is presented. (RW)

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Innovations in ESL Curriculum Design: Kindergarten Through Grade 12

by
Sharon Huck
and
Eileen Rosenblum

Preliminary Information

Introduction

This paper presents an innovative approach to ESL curriculum design for kindergarten through grade twelve based on Bloom's taxonomy and Bernice McCarthy's four learning styles for right brain/left brain learning.

Bloom's Taxonomy

Much of what we do in the ESL classroom is geared to knowledge and comprehension, the first two levels of Bloom's taxonomy. All levels of this taxonomy including application, analysis, synthesis, and evaluation should be addressed in order to insure the development of cognitive academic skills that are necessary for school success. The following table illustrates how Bloom's taxonomy can be used to develop objectives in the ESL classroom.

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BLOOM'S TAXONOMY APPLIED TO ESL

	DEFINITION	OBJECTIVES	BEHAVIORS
KNOWLEDGE	BRING TO MIND APPROPRIATE INFORMATION	KNOWS COMMON TERMS EXAMPLE: STUDENTS WILL REPEAT THE NAME OF EACH PICTURE. STUDENTS WILL REPEAT THE STRUCTURES ORALLY.	DESCRIBES, LABELS, LISTS, MATCHES, NAMES, PRODUCES
COMPREHENSION	THE ABILITY TO GRASP THE MEANING	TRANSLATE MATERIAL FROM ONE FORM TO ANOTHER EXAMPLE: STUDENTS WILL CONVERT TO ENGLISH THE 57 VOCABULARY ''ORDS USING CORRECT STRUCTURES	DESTINGUISHES, EXPLAINS, TRANSLATES, PARAPHRASES
APPLICATION	USE MATERIAL IN NEW CONCRETE SITUATIONS	APPLIES CONCEPTS OR DEMONSTRATES CORRECT USAGE EXAMPLE: STUDENTS WILL APPLY THE VOCABULARY FOR COLOR TO STRUCTURES 6 AND 7. 6. WHAT COLOR IS THIS? 7. WHAT COLOR ARE THESE?	CHANGES, COMPUTES, DEMONSTRATES, OPERATOR, SHOWS, USES AND APPLIES

	DEFINITION	OBJECTIVES	BEHAVIORS
ANALYSIS	BREAK DOWN MATERIAL INTO COMPONENT PARTS TO UNDERSTAND THE ORGANIZATIONAL STRUCTURE	RECOGNITION OF ORGANIZATIONAL PRINCIPLES, UNSTATED ASSUMPTIONS. EXAMPLE: STUDENT WILL DIFFERENTIATE WORDS INTO SINGULAR AND PLURAL AND USE THE CORRECT FORM IN SENTENCES	COMPUTES, DEMONSTRATES PREDICTS, SHOWS AND USES.
SYNTHESIS	ABILITY TO PUT THE PARTS TOGETHER TO FORM A NEW WHOLE	FORMULATES NEW PATTERNS AND STRUCTURES, A NEW SCHEME FOR CLASSIFYING OBJECTS, EVENTS OR VOCABULARY. EXAMPLE: STUDENTS ORGANIZE AND CLASSIFY THE 57 VOCABULARY WORDS IN 5 BROAD CATEGORIES	CATEGORIES, COMBINES, COMPLIES, CREATES, ORGANIZES, PLANS .
EVALUATION	ABILITY TO JUDGE BASED ON CRITERA	JUDGES CONSISTENCY AND ADEQUACEY OF THE CONCLUSION. EXAMPLE: EACH STUDENT WILL SELECT FROM THE 57 VOCABULARY WORDS THAT DESIGNATE THE SCHOOL SUPPLIES HE/SHE OWNS AND SELECT FROM THE 9 STRUCTURES THE CORRECT STRUCTURES TO DESCRIBE THESE OBJECTS	COMPILES, CONCLUDES, DESCRIBES, DESCRIMINATES, EXPANDS.

Right Brain/Left Brain Learning

The American teaching style aims primarily at the cognitive left side of the brain. One innovative aspect of this curriculum is that is includes right brain learning activities. Each enabling objective has several suggested learning activities; some are left brain cognitive while others are right brain intuitive. Still other activities are right brain/left brain integrated. In general, left brain activities are characterized by a lineal sequential processing while right brain activities are characterized by an intuitive global absorbing process. McCarthy (1980) has described the functions of both sides of the brain in the following way:

> "The left brain does verbal things.
> The left brain likes sequence...
>
> The right brain does visual-spatial things.
> The right brain likes random patterns."(p. 75)

Educators in general and especially in ESL should be developing curriculum that teaches to both sides of the brain in order to increase the probability for a successful classroom performance. The following is a suggested list of learning activities for right brain and left brain learning:

Right Brain Activities

1. Students gather objects to demonstrate the meaning of a word.
2. Each student finds and holds one of his school supplies.
3. Students select pictures from a catalog and cut them out.
4. Students draw pictures to demonstrate word meanings.
5. Students view a puppet modeling the vocabulary and structures.

Left Brain Activities

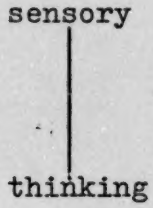
1. Students answer questions about objects.
2. The teacher presents new vocabulary words.
3. Students drill with language master cards.
4. Students read a language experience story.
5. Students list events leading to the American Revoluation.

LEFT, RIGHT, INTEGRATED BRAIN DOMINANCE CHARACTERISTICS

LEFT	RIGHT	INTEGRATED
1. INTELLECTUAL	INTUITIVE	EQUALLY FACILE AT BOTH
2. REMEMBERS NAMES	REMEMBERS FACES	EQUALLY FACILE AT BOTH
3. RESPONDS TO VERBAL INSTRUCTIONS AND EXPLANATIONS	RESPONS TO DEMONSTRATED, ILLUSTRATED OR SYMBOLIC INSTRUCTIONS	EQUALLY FACILE AT BOTH
4. PREFERS SOLVING PROBLEMS BY BREAKING THEM DOWN INTO PARTS, THEN APPROACHING THE PROBLEM SEQUENTIALLY, USING LOGIC	PREFERS SOLVING PROBLEMS BY LOOKING AT THE WHOLE, THE CONFIGURATIONS, THEN APPROACHING THE PROBLEM THROUGH PATTERNS, USING HUNCHES	EQUALLY FACILE AT BOTH
5. PLANNED AND STRUCTURED	FLUID AND SPONTANEOUS	EQUALLY FACILE AT BOTH
6. PRIMARY RELIANCE ON LANGUAGE IN THINKING AND REMEMBERING	PRIMARY RELIANCE ON IMAGES IN THINKING AND REMEMBERING	EQUALLY FACILE AT BOTH
7. PREFERS TALKING AND WRITING	PREFERS DRAWING AND MANIPULATING OBJECTS	EQUALLY FACILE AT BOTH
8. PREFERS HIERARCHICAL (RANKED) AUTHORITY STRUCTURES	PREFERS COLLEGIAL (PARTICIPATIVE) AUTHORITY STRUCTURES	EQUALLY FACILE AT BOTH
9. NOT FACILE IN INTERPRETING BODY LANGUAGE	GOOD AT INTERPRETING BODY LANGUAGE	EQUALLY FACILE AT BOTH
10. FAVORS LOGICAL PROBLEM SOLVING	FAVORS INTUITIVE PROBLEM SOLVING	EQUALLY FACILE AT BOTH

Four Learning Styles

In order to explain the four basic learning styles, it is necessary to accept two basic premises. The first is that each of us takes in information or experiences in different ways.



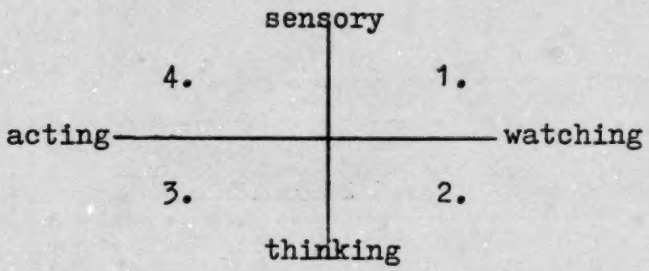
At one end of the scale is the sensory learner, taking in information through sight, sound, taste, etc. At the other end is the thinker who takes in experiences by thought. Few students are at either extreme but fall somewhere along this vertical line.

The second premise is that learners respond to or process information in different ways. One student will prefer acting immediately on the information in an active way, through experimentation.

acting ———————— watching

At the opposite end of this horizontal line is the learner who prefers to watch others, to observe, to reflect upon the information. Again, most students are not at the end of the scale, but somewhere in between.

The combination of how each student takes in information and how he responds to it forms his unique learning style.



Quadrant one learners, innovative learners, perceive information concretely and process it reflectively. They are divergent thinkers. They start with what they see and then generalize. These students are imaginative, emotional, and influenced by peers. They function through social interaction and make judgments based on whether information is valuable and has personal meaning. Their most comfortable learning comes from listening and sharing ideas. These students ask, "Why?" (e.g."Why do I have to learn the past perfect tense?")

The teaching style used best with quadrant one learners is that of motivator. The teacher must give them a reason.

Quadrant two learners, analytic learners, perceive information abstractly and process it reflectively. They are the "thinkers" and "watchers" in the class. These students are not interested in the practical use of language, so much as they are in the grammar and spelling rules and vocabulary lists. They are systematic goal setters, thorough and industrious. They learn most comfortably through logic and intellect. These students enjoy traditional classrooms where they are given the facts by an authority. They ask, "What?" (e.g. "Do I always use a comma after yes?") For these students, the teacher must be authority, must give them the facts.

Quadrant three is the Common Sense Learner who perceives information abstractly and processes it actively. They too want the single correct answer, but they want to know how the language works; they are interested in the practical application of language. They learn best by hand-on experiences and problem solving. They need to know how the things they are asked to learn will help in real life. Their question is, "How does this work?" The teaching style most effective with these students is that of coach/facilitator.

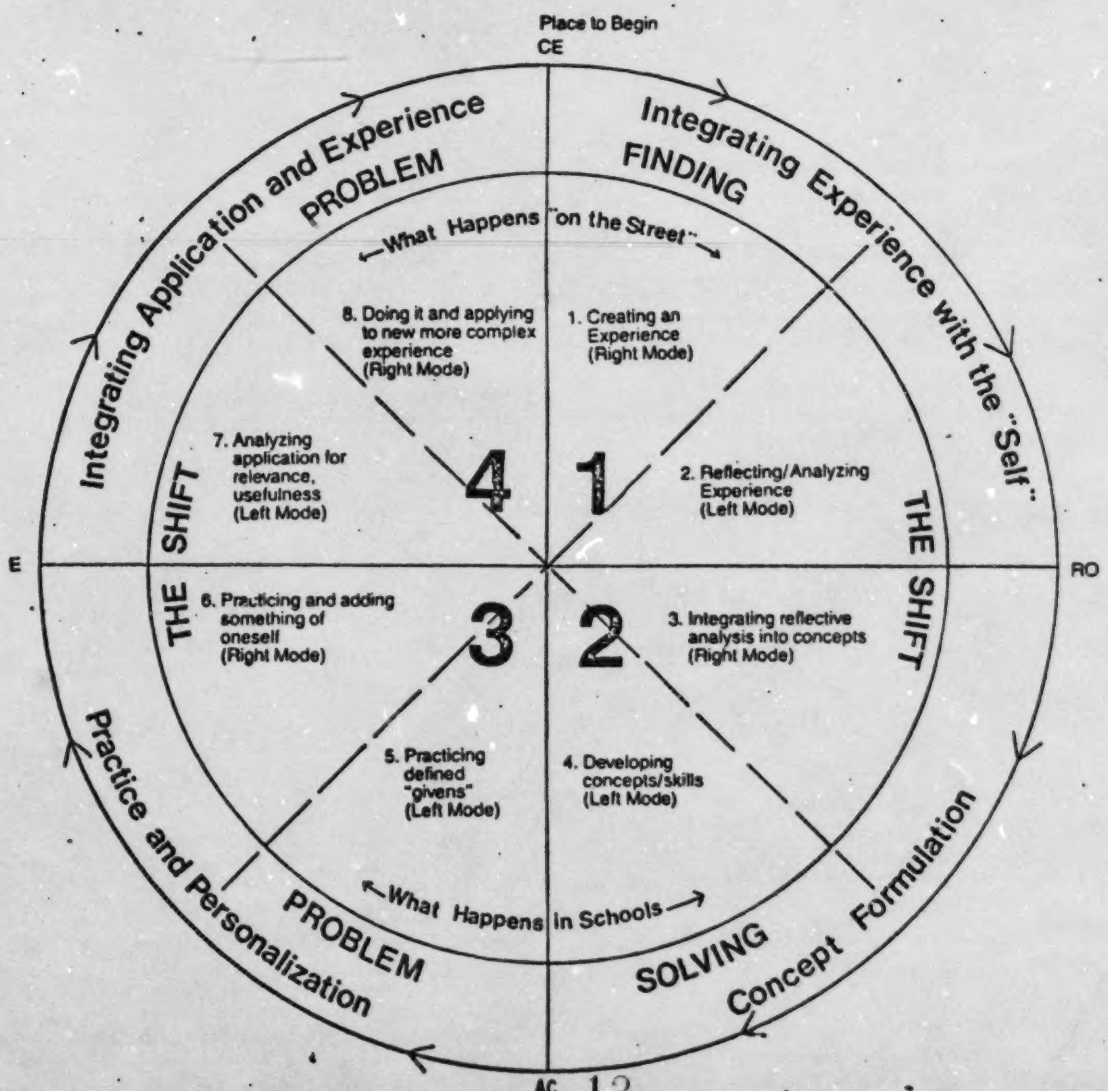
Quadrant four learners are the dynamic learners. They perceive information concretely and process it actively. These students learn by trial and error. They are at ease with people, often relying on other students for information. These students won't use their dictionaries for an unknown word, but will ask a friend for the definition. They function through synthesizing (putting things together) and applying (making things happen.) Dynamic learners are adaptable to variety and change. They excel in situations calling for flexibility. They learn best through self discovery and ask, "What can this become?"

Each of these learning styles is valuable and personal; one style is not preferable or "best." But how does one teacher effectively teach all four types in one classroom? - By using four teaching styles for each language skill. First, we must motivate

our ESL students by giving the reasons, then give them the language facts. The third step is to let them try it and, finally, let them teach it to each other. We must provide two activities for each learning style, one to stimulate the right brain and one to stimulate the left. In this way, each student will learn the material in his preferred manner, while at the same time, he is exposed to other teaching and learning styles, and is developing both sides of his brain.

The complete learning style theory is summarized by the following diagram.

The Complete 4MAT System Model



The following are some examples of activities for each quadrant.

Quadrant One=Innovative Learners- Give them a reason- Why?

A. Right- create an experience
   1. experience story, teacher written from class dictation
   2. teacher reads story
   3. group discussion before experience story
   4. small group discussion- reach a concensus
   5. read a story without punctuation
   6. observe teacher's collection
   7. survey of feeling about_____.
   8. guest speaker
   9. field trip
   10. film

B. Left- analyze that experience
   1. discuss feelings about story, experience
   2. discuss liking a good story
   3. group LEA writing
   4. group reports concensus to whole class
   5. discuss why we need (punctuation, etc.)
   6. discussion of collection
   7. discuss survey

Quadrant Two= Analytic Learner- Teach it to them- What?

A. Right- integrate the experience into the materials
   1. students "be" letters, words, sentences.
   2. students draw or choose pictures showing_____.
      (punctuation, feelings, verb tenses, etc.)
   3. students make collections of their own

B. Left- develop theories and concepts
   1. phonics "look-say" (any good series)
   2. teach rules of punctuation, verb tense, telling time, etc.
   3. lecture
   4. read assignment in text

Quadrant Three= Common Sense Learners- Let them try it- How does this work?

A. Left- give them prepared materials
   1. worksheets using words from experience story
   2. worksheets, workbooks

3. dictionary definitions
4. writing outlines
5. TV watching assignments
6. role play, using prepared script
7. music
8. aural (tape and book together)
9. puzzle

B. Right- Let them create materials of their own
1. write stories without punctuation and capitals
2. write poem
3. anticipate outcome of story
4. put self into story
5. connotative, emotional vocabulary
6. inferences
7. tactile methods, sandpaper, writing in clay, paint, sand
8. any artwork
9. projects- students will choose different types of projects depending on his/her learning style
   a. Innovative learner- play, debate, group project, art work, memorabilia
   b. Analytic learner- essay, research paper, another book to read and critique
   c. Common Sense learner- extra worksheets, construction projects
   d. Dynamic learners- creative project, journal, songs, poetry

Quadrant Four=Dynamic learners- Let them teach it to themselves and to someone else- What can this become?

A. Left- analyze their creations for relevance and originality
1. make worksheets themselves
2. make tapes for each other
3. any analysis of project (outline, plan, list of materials)
4. additional story to analyze on own

B. Right- Do it and share with others
1. try what they've made on each other
2. with partners, exchange and punctuate stories
3. display project

4. rewrite ending
5. act out, mime
6. draw, sculpt
7. sing song

Conclusions

Many current ESL approaches are integrated into this innovative curriculum. These techniques are all useful; however, upon analysis, no single approach satisfies all the requirements of Bloom's taxonomy nor does any approach meet all the requirements of the four learning styles believed necessary for effective instruction and learning. Some favorite ESL approaches, upon analysis, are exclusively left brain; others address only knowledge and application, thereby neglecting analysis and synthesis. Actually some approaches may only meet the needs of the cognitive learner while ignoring those students who are right brain dominant, those who are innovative, or those who are dynamic learners.

Professionals need to consider Bloom's taxonomy and the four learning styles model for right brain/left brain learning to be sure that an ESL curriculum is complete and comprehensive. A curriculum that provides for the diverse needs of students is an essential in the ESL classroom setting. This curriculum design has applied current highly regarded educational theories of learning to approaches and techniques for teaching English as a second language in an effort to improve instruction and learning, thereby improving educational opportunities for limited English proficient students.

The following sample curricula, adopting this design methodology includes a beginning elementary ESL curriculum and an intermediate ESL secondary social studies curriculum.

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ESL LEVEL I

Terminal Point Objective

Students with no English proficiency (K-5) will identify and say in English the 57 items and 9 structures of survival language presented in Level 1 of the IDEA KIT.

These 57 items are organized into the following categories:

1. People
2. School
3. Numbers
4. Basic Colors
5. Body Parts

The sentence structures are the following:

1. What is this?
2. This is a _____.
3. What are these?
4. These are _____.
5. This is one _____.
6. What color is this?
7. This _____is _____.
8. What color are these?
9. These _____are_____.

Each no English proficiency student K-5 will have the ability to orally answer questions on the post test with 80% accuracy in each category and correctly use each structure 80% of the time at the end of 8 weeks.

1. Enabling Objective: Knowledge

Each student will repeat the name of each picture. The students will repeat the structures orally.

Learning Activities

Quadrant One: Integrating Experience with the Self.

a. Students view vocabulary picture cards

b. Teacher models names for the vocabulary.

Quadrant Two: Concept Formation.

a. Students view picture cards.

b. Students repeat the names for items introduced

Quadrant Three: Practice and Personalization

a. Students draw or pictorially represent a word.

b. Students cut out pictures from magazines that represent the words taught.

c. Students repeat the names for each picture.

d. Students listen to Hap Palmer Record "Learning Basic Skill through Music"

e. Students respond to the record.

f. Students can write and read the vocabulary names if age appropriate.

Quadrant Four: Integrating Application and Experience

a. Students manipulate objects in the object box.

b. Students repeat the names for the objects in the object box.

c. Students bring photos and objects from home that illustrate vocabulary.

d. Students repeat the names of these objects using proper structures.

e. Students can construct labels for these objects. (Cut out words and affix labels to objects)

2. Enabling Objective: Comprehension

Each student will orally convert the English names for each of the vocabulary items using correct corresponding English structures.

Learning Activities

Quadrant One: Integrating Experience with the Self.

a. Students view the picture cards.

b. Students respond to the picture cards.

Quadrant Two: Concept Formation

a. Students view pictures of family members.

b. Students name family members.

c. Students cut out pictures from magazines.

d. Students name the pictures.

e. Students compile groups of objects.

f. Students count objects.

g. Students walk around school and playground.

h. Students name objects.

i. Students move body parts.

j. Students name body parts.

k. Learning activities a-j can be written as well as spoken if age appropriate

Quadrant Three: Practice and Personalization.

a. Students color ditos on vocabulary items.

b. Students name vocabulary items.

c. Students choose objects to gather and manipulate.

d. Students name objects.

e. Students manipulate objects in object box.

f. Students name objects.

g. Students can write and read object names if age appropriate.

Quadrant Four: Integrating Application and Experience.

a. Students bring objects and photos to school.

b. Students name their objects and photos.

c. Students play games with objects by selecting an object.

d. Students ask classmates to name the object.

e. Students play "Simon Says."

f. Students listen to record Learning Skills Through Music by Hap Palmer.

g. Students respond to "The Numbers March Song" by Hap Palmer. Learning Basic Skills Through Music.

h. Students add their own verses to the song.

3. Enabling Objective: Application

Each student will apply the vocabulary for color to structures 6 and 7.

Learning Activities

Quadrant One: Integrating Experience with the Self.

a. Using 2 puppets the teacher models the use of the 57 items in a simple dialogue.

b. The puppets ask questions and the children respond.

Quadrant Two: Concept Formation

a. Teacher plays Hap Palmer song about color.

b. Students respond to record.

c. Teacher presents sentence structures by holding colored construction paper and naming the color. For example, "This is yellow" or "This paper is yellow."

d. Teacher asks students to name the colors.

e. When answering, students hold up the colored construction paper.

Quadrant Three: Practice and Personalization

a. Student is given a ditto with numbers and objects on it.

b. Student is told to color a particular item "red:" this is continued for all the colors.

c. Students walk around the school building and the playground touching items.

d. Students name their colors.

Quadrant Four: Integrating Application and Experience

a. Student chooses his/her favorite colors to draw a picture of his/her own choice.

b. Student tells the class what colors he used in his/her picture.

4. Enabling Objective: Analysis

Each student will differentiate Level 1 vocabulary words into those that are singular (one) and those that represent more than one (2-10) and orally use the words in the correct corresponding sentences.

Learning Activities

Quadrant One: Integrating Experience and Self.

a. Students look at posters that show singular items and groups of items.

b. Students respond to questions about what they have seen.

Quadrant Two: Concept Formation.

a. Students view and listen to Systems 80 computer program for one and many.

b. Students respond to the computer questions by pressing the correct buttons.

c. Students compile groups of objects.

d. Teacher presents structures 3, 4, 8 and 9.

e. Students repeat structures.

f. Students practice adding the siffix "s" onto the end of words that stand for group of things.

Quadrant Three: Practice and Personalization.

a. With each of the following activities students say the correct corresponding sentences. (Structures 3, 4, 8 and 9)

b. They circle groups of objects on a ditto and in the ESL text.

c. They cut out pictures of groups of things from magazines.

d. They find objects in the classroom to group.

Quadrant Four: Integrating Application and Experience

a. Students play a game in which each student contributes pictures they have drawn. Some are pictures of groups of things and some are singular items. They are placed face down and on student must pick.

b. The person who is "it" tells the group what he has picked. It is expected that he/she will use the correct sentence structure.

c. Students can write and read the correct form of the singular and plural if age appropriate.

5. Enabling Objective: Synthesis

Each student will organize and classify the 57 vocabulary words into the five broad categories. (See Terminal Point Objective)

Learning Activities

Quadrant One: Integrating Experience with Self.

a. Students look at posters and pictures that represent categories.

b. Students discuss these.

c. They tell the other students their native language word for some of these categories. Students feel good, they have pride in their heritage.

Quadrant Two: Concept Formation

a. Teacher has students gather classroom objects or pictures that compromise a category.

b. Teacher presents the new words for each category.

c. She points to pictures that show their meaning.

Quadrant Three: Practice and Personalization

a. Students drill by listening and responding to language master cards.

b. Students make up their own language master cards with pictures.

c. Students gather up items or pictures of items.

d. They draw what they have found in "c."

e. Students name the categories and the objects in the categories that they found and drew.

Quadrant Four: Integrating and Application of Experience

a. Students select pictures from catalogue books such as the Sears catalogue and cut them out.

b. They make their own categories booklet which they can refer to when needed. They do this with a partner so that they can help one another.

c. Students can write the names for the items in "b."

d. Students can read the names for the items in "b."

6. Enabling Objective: Evaluation

Each student will select from all 37 items the words that designate the school supplies he/she owns and select from the 9 structures the correct structures in order to describe these objects.

Quadrant One: Integrating Experience with the Self.

a. Students try to teach a puppet English. Students feel good about being able to do this.

b. Students must gather objects to demonstrate the meaning of a word.

c. They tell the puppet how to say each object's name in English. Teacher helps when necessary.

Quadrant Two: Concept Formation

a. Each student finds and holds one of his school supplies.

b. Teacher asks students questions about what they are holding. For example, "What color is This?" She goes through all the structures in the Terminal Point Objective.

Quadrant Three: Practice and Personalization

a. Students practice describing objects that teacher and students choose.

b. Students practice describing objects in pairs. They choose items for one another. They help one another.

c. Teacher corrects usage as necessary.

Quadrant Four: Integrating Application and Experience

a. Students play a game. One person from team 1 hides an object. (school supply)

b. Team 2 must find the object and must describe it for team 1.

c. Members of teams can help one another describe the object (teach each other.)

d. Students can write their game "experience."

e. Students can read what they have written.

Sample Curriculum
ESL - Level II

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Objective: Each intermediate ESL student will recognize and use the vocabulary of American history, geography, and government, using America's Story, Books I and II, and appropriate films, filmstrips, and maps. The C level of achievement will be determined by a 70% score on teacher-made tests.

Level #1: Knowledge: Each student will be able to label, and abbreviate, when given a blank map of the U.S.A., 35 out of 50 states, using correct spelling and capitalization.

Quadrant One: Integrating Experience with the Self

1. In groups of three, students plot the shortest routes from one corner of the U.S. to the other, using large detailed maps of the U.S. with overlays of Saran Wrap and marking pen. One member of each group then explains the directions to the class while the teacher draws the route on the classroom map.
2. Discussion would follow on the importance of knowing the states in the U.S.

Quadrant Two: Concept Formulation

3. Teacher explains the symbolism behind the thirteen stripes in the American flag. Discussion could continue about the choice of colors, number of stars, who designed it, etc.
4. Students read pages 18-28 in America's Story. (5 pages of reading)

Quadrant Three: Practice and Personalization

5. Students do workbook pages 20-28 (5 pages). The map on page 28 is labeled with both state name and zip code abbreviation. The latter is copied from the board, following teacher explanation.
6. Students make their own puzzles by cutting out the states separately and then putting the map back together. Students practice state identification by working a commercial puzzle of the map of the United States, beginning with the first thirteen states and adding more as each region is studied.

Quadrant Four: Integrating Application and Experience

7. Each student selects a state. Based on in-class reading and discussion, outside reading, and interviews with American students, each student prepares a five minute presentation on the history, geography, and culture of the chosen state.
8. Student gives oral presentation.

Level #2: Comprehension: Each student will be able to orally summarize major historical events, giving 3-10 specific details, when asked to do so in class, following silent reading. Understanding will be determined by the teacher.

Quadrant One: Integrating Experience with the Self

1. Show slides from kit "We Are Indians, part 2" with a background of Indian chants on record.
2. Ask: Who are these people? Where do you think they originally came from? Most ESL students will recognize immediately the physical resemblance between many of their Oriental classmates or relatives and American Indians.

Quadrant Two: Concept Formulation

3. Students make a semantic web using vocabulary relating to Indians. The teacher supplies the Indian word for familiar ideas (e.g. tepee, papoose, tribe).
4. Students read pages 1-3 in America's Story, "The First Americans."

Quadrant Three: Practice and Personalization

5. Students view bulletin board display of famous Indians and Indian artifacts.
6. Materials such as a tomahawk, bow and arrows, baskets, and arrowheads are passed around. Students discuss the reasons for the materials, how they were made, and how they were used.

Quadrant Four: Integrating Application and Experience

7. Each student explains, using the Atlas or the globe, how his/her ancestors might have walked to North America.
8. Students explain in what area of North America his/her ancestors would probably have settled and why.

Level #3: Application:

Each student will be able to design the class along the lines of the U.S. federal government, after studying pages 47-52 in America's Story. This will be done to teacher satisfaction.

Quadrant One:

1. Each member of the class will tell why his/her family chose to come to the U.S. (The answers will inevitably come down to "Freedom.")
2. Ask class to name freedoms found in the U.S. Write the list on the board. Ask the class why they could not have those same freedoms in their own countries. (Usual answer: the government) What is it about the U.S. government that gives us those freedoms? (Many possible answers. Usually: "I don't know.")

Quadrant Two:

3. Read pages 47-50 in America's Story. Answer the questions on pages 51-52.
4. Fill in attribute chart on duties of government branches.

Quadrant Three:

5. Using sample election ballots, have students practice voting. Discuss the political party system and explain the write-in procedure.
6. Using a write-in procedure, vote for a member of the class to be President, Senator, and Representative.

Quadrant Four:

7. After the tally, have the President appoint a member of the class to the Supreme Court.
8. Have each "official" explain his/her job to the class

Level #4: Analysis: Each student will differentiate major eras in the history of the U.S.A. by separating by time periods the events discussed in class with 90% accuracy.

Quadrant One:

1. Ask students what they can remember about the history of their native countries. Have them prepare for this activity by reading native language history books, if available, and by asking questions at home.
2. Make a list on the board by country of mentioned dates, names, and events.

Quadrant Two:

3. Review the major eras in American history by listing dates, names, and events on the board.
4. Categorize the names and events by 50 year time periods, 1450-2000.

Quadrant Three:

5. Students make a time line on the bulletin board with butcher paper and marking pens, using the same 50 year time periods.
6. Each student picks a name or event "out of the hat" and identifies the proper time bloc. This red, white, or blue paper is stapled in the appropriate column.

Quadrant Four:

7. From the events discussed in Activity 1, each student writes the names or historical events from his/her country on colored slips of paper and adds them to the time line.
8. Each student selects one time bloc, event, or person significant in his/her country's history and points out differences and similarities between this and the corresponding time period, event, or person in U.S. history. This report may be oral or written, whichever the student prefers.

Level #5: Syntheses: Each ESL student will write a well-organized essay explaining why any three ethnic groups chose to immigrate to the United States. This essay will follow a previously-taught three paragraph form and will be assessed by the teacher

on accuracy of detail and mechanics.

Quadrant One:

1. Students view the film Who Are the People of America, 2nd ed. which portrays the immigrant experience in America.
2. Students then discuss the "Americanization" of each succeeding generation as shown in the film.

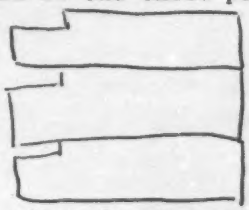
Quadrant Two:

3. The teacher reviews the structure of the three paragraph essay.

Paragraph One-Introduction

Paragraph Two-Body

Paragraph Three-Conclusion



4. Discussion includes ideas for an introduction, specific ideas for the body, and ideas for a conclusion.

Quadrant Three:

5. Class compiles a list of reasons why various immigrant groups came to the U.S. Each student writes an outline organizing the material into logical order.
6. Each student writes three paragraph essay.

Quadrant Four:

7. Each student relates why his ethnic group/family came to the United States.
8. Each student will write his/her memories of immigration. e.g. "How I felt about coming to a new country," "The Day I Left My Country," "My First Impressions of America."

Level #6: Evaluation: Each ESL student will be able to relate his/her personal experience of culture shock, following a lecture by the teacher explaining this common immigrant phenomenon, its symptoms, and its timing. Assessment will be based on class participation.

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Quadrant One:

1. Students will individually fill out a rating sheet on factors leading to culture shock in a new country. On this sheet, each student would give a 1 to the item that they found hardest to adjust to, a 2 to the next hardest, etc.

Quadrant Two:

2. Teacher lectures on culture shock, what it is, what causes it, what are its symptoms, and when does one experience it.

Quadrant Three:

3. Students work in groups of three. Each group should ideally include three different cultural backgrounds. Using the rating sheets they filled out in activity 1, they must come to a group consensus in labeling the items 1-10. This involves discussion, argument, and compromise.

Quadrant Four:

4. Each group leader explains the group decision and why it was made. Minority opinions are then expressed with discussion about the reasons for the wide diversity of opinion.

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